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ABSTRACT

This annual report of the Maryland State Board for Community Colleges covers the period July 1, 1972 through June 30, 1973. The chapters of the report are: 1. Academic Affairs--New Programs, Transfer Policy, and Community Services; 2. Enrollment--Student Characteristics; 3. Finances; 4. Capital Construction; 5. The Master Plan; and 6. Legislative Recommendations--Tuition Chargeback Plan; Increased State Aid for Community Colleges on the Basis of a Differential Funding Formula; Increased State Aid from $700 to $800 (from $1,100 to $1,200 for the Eligible Small Colleges) per Full-time Equivalent Student; Maryland's Student Financial Assistance Program Should Be Based upon the Recommendations Included in the Governor's Task Force on Student Financial Aid; and Amendments to Article 77A, Section 5(a) of the Annotated Code of Maryland. (DB)

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FOURTH ANNUAL REPORT

AND RECOMMENDATIONS

OF THE

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

presented to

HIS EXCELLENCY, THE GOVERNOR

AND

THE GENERAL ASSEMBLY

OF

THE STATE OF MARYLAND

Annapolis, 1973

ED 094037

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

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ANNAPOLIS, MARYLAND

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MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

State Treasury Building
Annapolis, Maryland 21401

The Honorable Marvin Mandel
Governor of Maryland
Annapolis, Maryland 21401

Your Excellency:

Article 77A by which creation of a State Board for Community Colleges was authorized in 1968 provides that one of the duties of the Board is "to report annually to the General Assembly on the Board's activities and the activities of the community colleges." In accordance with this provision, the State Board for Community Colleges is pleased to present herewith its fourth annual report for the period July 1, 1972 through June 30, 1973.

During this period, the vigorous growth of the community colleges continued although there is evidence of a decline in the projected rate of community college enrollment. This fluctuation in the rate of growth has been reflected even more sharply nationally, is generally attributed to a declining birth rate, and should not be interpreted as an implication of inadequacy in the institutional services offered. On the contrary, the indications are that every community college in the Statewide system is improving in the scope and coverage of its programs and the relevancy of these programs to students and community needs. This has been particularly evident in the initiation during 1973 of nineteen new programs, eighteen of which were technical-vocational programs. The administrative climate on the campuses has also been creative and progressive.

During 1973, the State Board for Community Colleges, with essential and valuable assistance and support from several hundred citizens and officials throughout the State, completed the first *Statewide Master Plan for Community Colleges in Maryland 1973-1983*. Completion of this endeavor marks the most significant achievement of the Board in its four-year history. The Plan projects the enrollments for each of the sixteen colleges and based upon that projected enrollment describes the programs, facilities, and financial requirements for each institution over a ten-year period. In addition, the Plan sets forth the first comprehensive set of policies and principles that underlie the Board's operation within its legislative mandate. The Plan also examines the relationships, both existing and recommended, between the Board, the Community Colleges, and other educational institutions and agencies in the State.

Briefly, the Board reaffirms through the recommendations set forth in the Master Plan, its strong commitments to:

a. The open-door policy of opportunity and accessibility to the community colleges---accessibility in its broadest sense, to any

student, young or old, who can benefit educationally by the college programs.

b. The comprehensive scope of educational and technological program opportunities offered by each community college appropriate to individual community needs.

c. The continuance of a strong role of authority and control of community colleges by local boards of trustees enabling the boards to shape college programs to the unique educational needs of each community.

d. The State Board for Community Colleges serving as the operational point of contact for the community colleges at the State agency level recognizes at the same time the Maryland Council for Higher Education's role as the Statewide coordinating agency for all higher education in Maryland.

e. The State Board for Community Colleges continuing to serve in a coordinating capacity designated with only the degree of authority necessary to establish a Statewide system of community colleges while supporting and encouraging differences and divergencies among the individual community colleges as they perform respective community missions.

f. A clear differentiation of functional responsibilities between State agencies and institutions placing emphasis on voluntary coordination with the elimination of duplication of efforts between two or more agencies.

We will continue to press in these directions, as appropriate.

Sincerely yours,

Clifford K. Beck
Chairman, State Board
for Community Colleges

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MARYLAND COMMUNITY COLLEGES

Allegany Community College
Cumberland
W. Ardell Haines, President

Anne Arundel Community College
Arnold
Robert P. Ludlum, President

Community College of Baltimore
Baltimore City
Harry Bard, President

Catonsville Community College
Baltimore County
B. A. Barringer, President

Cecil Community College
North East
Robert L. Nash, President

Charles County Community College
La Plata
J. N. Carsey, President

Chesapeake College
Wye Mills
George Silver, President

Dundalk Community College
Baltimore County
John E. Ravekes, President

Essex Community College
Baltimore County
Vernon Wanty, President

Frederick Community College
Frederick
Lewis W. Stephens, President

Garrett Community College
McHenry
Luther Shaw, President

Hagerstown Junior College
Hagerstown
Atlee C. Kepler, President

Harford Community College
Bel Air
Kenneth W. Oosting, President

Howard Community College
Columbia
Alfred J. Smith, Jr., President

Montgomery Community College
Rockville and Takoma Park
William C. Strasser, President

Prince George's Community College
Largo
Robert I. Bickford, President

Chapter I

ACADEMIC AFFAIRS

New Programs

During the 1972-73 academic year the State Board for Community Colleges reviewed and endorsed 21 new degree and certificate programs at 13 community colleges. In keeping with trends over the past few years, the new programs were primarily in the occupational areas. Occupational programs accounted for 38 percent of the total community college enrollment in 1972-73.

Below is a list of the programs endorsed by the State Board for Community Colleges in the 1972-73 academic year.

College	*Program*	*Degree*
Allegany	Dental Assisting	A.A.
Community College of Baltimore	Environmental Health	A.A.
	Heating, Air Conditioning, Refrigeration Technology	A.A.
	Highway Design, Safety Engineering	A.A.
	Medical Laboratory Technician	A.A.
	Plastics Technology	A.A.
Catonsville	Applied Arts and Design	A.A.
	Mortuary Science	A.A.
	Surveying Technology	A.A.
Dundalk	Trade Union Administration	A.A.
	Industrial Technology	A.A.
Frederick	Park Operations and Management Technology	A.A.
Garrett	Environmental and Renewable Resources Technology	A.A.
	Human Services	A.A.
Hagerstown	General Merchandising	A.A.
	Radiologic Technology	A.A.
Howard	Biomedical Engineering Technology	A.A.

Montgomery	Child Care Aide	A.A.
	Computer Operation	A.A.
	Theatre	A.A.
	Medical Assistant	A.A.

Transfer Policy

In 1973, approximately 3,500 community college students transferred to public four-year colleges within the State. By the end of the decade it is estimated that as many as 6,000 community college transfer students may be seeking admission to public four-year institutions in Maryland. In order to encourage maximum efficiency and effectiveness in the transfer process, the General Assembly, in 1972, authorized the Maryland Council for Higher Education to set standards to be followed by public institutions of higher education for the reciprocal acceptance of credits earned by students in these institutions. In response to that mandate, the Maryland Council for Higher Education promulgated the first system-wide student transfer policy for public institutions in this State. The policy:

- Establishes a uniform procedure for the movement of students from one segment of higher education to another with a minimum loss of credit;
- Requires institutions to exchange information on students, including grades earned after transfer.

These data will provide the first system-wide follow-up studies on student performance after transfer. The State Board for Community Colleges plans an annual review of this information as one means of assessing the success of transfer programs in Maryland's community colleges.

Community Services

In recent years non-credit community service offerings have emerged as one of the most vital components of Maryland's comprehensive community college program. Community services include courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community services also include workshops, seminars, and lectures dealing with key political, social, and economic issues facing our communities. Community services activities are available on campus as well as in facilities located throughout the community. These efforts make the community college available to all citizens regardless of age, interest, or background. In 1973, some 28,000 Maryland citizens completed approximately 1,000 non-credit community services courses. In addition, tens of thousands of Marylanders participated in and attended concerts, plays, workshops, and other related community service activities sponsored by community colleges.

Chapter II

ENROLLMENT

The 1972 opening fall enrollment for community colleges was 52,264, an increase of 9.6 percent over that of the previous year. While the increase was relatively substantial, it was somewhat below the pattern of Maryland's community college growth in recent years. This declining rate of growth is consistent with national trends towards more stabilized enrollment in higher education. The largest numerical and percentage enrollment increases were in Baltimore, Howard, Montgomery, and Prince George's Counties.

Student Characteristics

Until 1969, full-time students accounted for more than 50 percent of the total community college enrollment in Maryland. In the past few years the ratio has shifted somewhat. In the 1972-73 academic year part-time students represented 55 percent of the total enrollment. Last year part-time students accounted for 4,138 of the overall enrollment increase of 4,593.

A survey of the 1972-73 student body indicated the difficulty of identifying the "typical" community college student. They differ widely on any trait that can be chosen. Students ranged in age from 16 to over 60. Approximately 20 percent were 30 years of age or older, while 7 percent were 40 years or older. The survey indicated that 33 percent were married, 14 percent were veterans, and approximately 42 percent were employed full-time. Nearly 3,200 students transferred into community colleges after beginning their education in a four-year college or university. The "in-transfer" group approximated the total of those who transferred from two-year to four-year colleges during the 1972-73 academic year.

In 1972-73 minority students accounted for 15 percent of the total community college enrollment. Black students comprised 13.6 percent of the total enrollment, an increase of 3.7 percent over the past three years. Since Blacks constitute 18 percent of the State population, further increase in these proportions is to be expected.

Chapter III

FINANCES

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The total net operating budget for the 16 community colleges in fiscal year 1973, including income from student tuition and fees, State aid, and local support, was $61,100,212. The average cost per full-time equivalent student was $1,613.38. The table below summarizes the major sources of revenue for each institution in fiscal year 1973.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Major Sources of Revenue FY 1973

College	Student Fees and Tuition	State	Local Political Subdivisions
Allegany	$ 408,297	$ 774,316	$ 408,552
Anne Arundel	864,838	1,705,713	829,850
Baltimore	1,717,358	2,942,510	1,296,163
Catonsville	1,614,255	3,167,560	2,923,009
Cecil	130,315	249,977	144,272
Charles	307,915	622,349	357,000
Chesapeake	215,985	402,927	279,744
Dundalk	110,601	319,977	1,308,331
Essex	1,178,892	2,573,886	2,922,258
Frederick	342,508	561,945	427,395
Garrett	57,663	176,307	138,250
Hagerstown	442,600	785,015	485,690
Harford	779,740	1,414,378	750,000
Howard	275,321	471,471	771,847
Montgomery	4,650,460	5,175,646	5,087,715
Prince George's	2,298,934	3,875,249	2,355,228
TOTAL	$15,395,682	$25,219,226	$20,485,304

In addition to the above, community colleges receive revenues from federal sources, auxiliary services, and outside grants.

The table which follows summarizes the distribution of operating expenditures by functions for fiscal year 1973.

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

Percentage by Function of Total Educational and General Expenditures for FY 1973

Source of Data: SBCC

College	Total Expenditures	Instruction	Organized Activities Related to Instruction	Instructional Resources	Student Affairs	Plant Operation and Maintenance	General Administration	General Institutional Expenses
Allegany	$ 2,119,298	58	--	6	9	6	10	11
Anne Arundel	3,543,601	70	--	4	5	11	7	3
Baltimore	6,161,423	64	--	4	6	12	11	3
Catonsville	7,355,502	51	--	9	9	14	10	7
Cecil	559,086	53	--	12	10	10	9	6
Charles	2,093,783	58	9	6	5	8	8	6
Chesapeake	947,617	40	--	8	13	22	10	7
Dundalk	1,142,665	33	--	7	13	5	17	22
Essex	5,682,577	53	--	8	8	15	6	10
Frederick	1,372,116	56	--	8	9	13	11	3
Garrett	355,423	52	--	8	6	13	14	7
Hagerstown	1,685,710	63	--	6	7	9	12	3
Harford	3,130,037	56	--	5	11	16	11	1
Howard	1,323,968	37	8	15	9	11	13	7
Montgomery	14,489,855	50	--	8	7	11	14	10
Prince George's	3,389,509	57	--	4	8	10	18	3
TOTAL	$60,352,170	55	0	7	8	12	12	6

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Chapter IV

CAPITAL CONSTRUCTION

The State provides at least 50 percent of capital funds required for community college capital construction on a matching basis for space which is eligible under the State Construction Guidelines. In some instances community colleges are eligible for more than 50 percent State aid based upon the level of State support for local public school systems. Regional community colleges are eligible for up to 75 percent in State aid. Based upon this formula, the General Assembly has authorized $93,000,000 in State capital construction bonds for community colleges in the period 1961-1972. Of this total, $69,605,751 has been allocated to the individual institutions through June 30, 1973.

College	*Project*	*State Aid*
Anne Arundel	Design and Construct Cooling System	$ 53,500
	Design of Administration Building	21,840
Community College of Baltimore	Inner Harbor Campus Project	4,855,404
Catonsville	Swimming Pool—Design and Construction	189,721
	Design of Faculty-Administration Office	27,000
	Additional Allocation for Site Acquisition	54,000
	Design of Humanities Building	55,425
	Parking Lot C-1—Design and Construction	160,000
Cecil	Design and Construct Parking Lot	6,800
Charles	Student Services Center	218,583
	Design of Learning Resources Center	60,353
	Gymnasium	739,248
	Outdoor Physical Education Area	67,316
Dundalk	Construct Energy Plant	9,832
	Design Learning Resources Center	36,968
Essex	Primary Electrical System Phase II	32,500
	Design Social Sciences-Counseling Center	67,486
	Parking Lot, Phase II	62,500

Frederick	Completion of Building "C"	94,050
Hagerstown	Alterations in Technical Center	480,386
	Outdoor Physical Education Areas	226,269
	Additional Parking	95,100
Harford	Design Library	58,769
Prince George's	Design and Construct Road-Parking System	275,500
Montgomery	Phase IA, Takoma Park	1,044,402
	Rockville Site Development	46,948
TOTAL		$9,039,900

Chapter V

THE MASTER PLAN

The major activity of this agency throughout the 1972-73 academic year was the preparation of the first *Statewide Master Plan for Community Colleges in Maryland 1973-1983.* More than 250 distinguished citizens representing a broad variety of interests in Maryland contributed to the development of the Plan. The Master Plan was formally approved by the State Board in September, 1973 and presented in October, 1973 to the Governor, the General Assembly, the Maryland Council for Higher Education, the Department of State Planning, and the Community College Boards of Trustees.

The Master Plan contains enrollment, program, facility, and financial projections for the continued growth and development of Maryland's community colleges. These projections indicate that the colleges must continue to expand their services and accessibility to the citizens of Maryland. In completing the Plan, the State Board considered the views of each constituency of the community colleges, the opinions of all agencies at the local and State levels with roles to play relevant to community colleges, as well as the comments of professional consultants from outside Maryland. Our basic objective was to design an optimum framework within which each community college in Maryland---already impressive as to the measure of their services---could maximize their full potential in the communities they serve.

In undertaking this endeavor, the Board also reexamined its charter of responsibilities as defined by the General Assembly from the standpoint of perspectives gained in our experience in providing leadership, coordination, and services to the community colleges over the past five years. The planning process prompted several recommendations which would further define and clarify the role of the State Board.

The Master Plan was presented as a series of recommendations to move the colleges and the Board forward within the tripartite system of higher education in Maryland. In lieu of the former collection of individual institutions, the Master Plan provides a mechanism for a State system of community colleges within which each college may fulfill its unique mission for its community and provide a full measure of service to the State.

Chapter VI

LEGISLATIVE RECOMMENDATIONS

Tuition Chargeback Plan

Over the past decade Maryland's community colleges have developed a wide range of relatively high-cost occupational programs. It would, therefore, be advantageous to extend enrollment opportunities to as many students as possible so as to avoid duplicating programs where enrollment may already be modest.

Enrollment in programs beyond county boundaries at the present time results in the student's paying not only the in-county tuition charges, but also the share of the cost normally borne by the county. This additional cost is sufficiently high so as to severely restrict the free movement of students. In some instances this results in a denial of educational opportunity based solely on political boundary lines. In other instances, the lack of student mobility may be contributing to the unnecessary duplication of high cost programs. The State Board, therefore, recommends a tuition chargeback plan which includes the following provisions:

a. Eligibility for tuition chargeback will be limited to students enrolled in courses and/or programs not available at the community colleges in the county (city) of residence.

b. The county of residence will determine student eligibility solely on the basis of availability of courses and/or programs locally. In instances where the student challenges the decision, the State Board for Community Colleges will make a final determination.

c. Entrance requirements will be uniform for both in-county and out-of-county residents. In no instance will local county residents be denied admission in favor of out-of-county applicants.

d. Out-of-county students will pay tuition and fees established for in-county residents at the institution they attend.

e. The State will fund the additional cost for eligible out-of-county students.

f. Out-of-county enrollment may not be used as a basis for expansion of facilities without prior approval by the State Board for Community Colleges.

Increased State Aid for Community Colleges on the Basis of a Differential Funding Formula

The State's interests and priorities with respect to community colleges can be most effectively served through a more flexible approach to funding. The State is making a very significiant financial commitment in support of the operating costs of community colleges. The current funding formula is relatively inflexible in relation to the widely varying costs of different programs. Consequentiy, the State is not meeting the intended 50 percent share of operating costs. In order to provide greater flexibility and responsiveness to community and State needs, supplemental State funds should be made available to the community colleges through the State Board on an appropriate differential formula basis to encourage the development and expansion of desirable programs in relation to their respective costs. Occupational programs, remedial educational opportunities, and additional assistance for disadvantaged students are examples of activities that could justify differential subsidies. Availability of these funds would be subject to review and approval by the General Assembly. This recommendation will also provide a significant measure of flexibility in State budgetary control which is currently lacking.

Increased State Aid from $700 to $800 [From $1,100 to $1,200 for the Eligible Small Colleges] Per Full-time Equivalent Student

For the past 10 years Maryland's community colleges have been funded on the basis of a percentage formula governing student, local, and State contributions. The original intent was to share the cost equally among the students, the counties, and the State. The percentage distribution has been changed on two occasions in the past decade, with the State in each instance assuming responsibility for a larger percentage of the community college operating budgets. Currently, the State pays 50 percent of the first $1,400 cost per full-time equivalent student, the county (city) contributes 28 percent and the student 22 percent. For Garrett and Chesapeake Colleges, the State contributes 55 percent of the first $2,000 for each full-time equivalent student, the counties 28 percent and the student 17 percent. The 50 percent formula with a $1,400 ceiling has been in use for three years. In that period of time inflationary factors and the introduction of more expensive occupational programs have resulted in an average cost per full-time student of approximately $1,600. Consequently, the State's share which is limited to $700 ($1,100) is approximately 42 percent of the actual cost per full-time equivalent student. Therefore, in order to restore the statutory percentage distributions, the State Board recommends that the State's 50 percent share be determined on the basis of $1,600 per full-time equivalent student. For the eligible small colleges the State's share should be based upon 55 percent of $2,200.

Maryland's Student Financial Assistance Program Should Be Based Upon the Recommendations Included in the Governor's Task Force on Student Financial Aid

The Governor's 1971 Task Force on Student Financial Aid recommended that the current scholarship and loan program be replaced by a flexible and comprehensive "package approach" based upon demonstrated need. The "package" would include student self-help, work study, parental contributions, and loans along with federal and State grants. The individual student "package" would be determined by the college financial aid officer based upon demonstrated need. The State Board further recommends that if the "package approach" to student financial aid is adopted, community college students should be given the same consideration in the allocation of State funds as that extended to students attending four-year colleges.

Amendments to Article 77A, Section 5(a) of the Annotated Code of Maryland

The 1973 session of the General Assembly amended Article 77A, Section 5(a) in a manner which could seriously restrict the governance function of community college boards of trustees. Prior to 1974, local boards of trustees were authorized to establish their own enrollment levels and to prepare and approve institutional operating budgets, subject to the $1,400 statutory maximum per full-time equivalent student. The 1973 amendments shifted enrollment determination and budgetary control to local county (city) governments. County governments now have the authority to determine the college's total operating budget which also includes State aid funds and student tuition in addition to local tax dollars. This responsibility may be exercised on a line-item basis.

While the State Board recognizes that county governments, as taxing authorities, have the responsibility to review college budgets in a detailed fashion, it is recommended that Article 77A, Section 5(a) be amended so that approval of community college operating budgets by county (city) governments be limited to lump sum appropriations consistent with the minimum 28 percent statutory requirement. Local governing boards should also have the responsibility to determine annual enrollment levels within the total projected for each institution by the State Board for Community Colleges.

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